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ABSTRACT

The guide provides background information and suggested procedures to assist school administrators in the planning and implementation of career education in a local school district. Key decision-making bodies are necessary to implement an effective career education program (school boards superintendent, principals, instructional staff, counselors, and the community), and suggested activities and considerations for each of them are presented. Career education may be implemented with the use of three primary committee structures: (1) the steering committee, with district wide representation, provides an organizational structure that is responsive to community needs; (2) the building committee for each school building provides plans for the inservice training program; and (3) the community advisory committee provides the school system with access to community resources. The possibility of a communications program for promoting career education is discussed with reference to the public to be reached and types of media and communication systems. A reference list, a bibliography, and a list of school districts in Missouri with special projects in career education are included. (Author/EC)

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GUIDE FOR IMPLEMENTING

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CAREER EDUCATION

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Department of Elementary and Secondary Education

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Division of Career and Adult Education

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FOREWORD

This guide will serve to provide background information and suggested procedures to assist local school administrators in planning for implementing career education into a local school district.

In order to implement career education into a local school system a comprehensive in-service education training program will need to be developed.

This guide may serve as a possible approach to implementation of career education into your local school system. Each local district may choose to modify this suggested plan, according to the needs of the local community.

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A PERSPECTIVE FOR PLANNING

Because of the various roles that educators play in career education, it is essential that in-service training programs adequately prepare all educational staff members. The best educational program ever devised will accomplish very little if we do not successfully prepare those responsible for its implementation at the local level.

Implementing career education. Implementing career education into a local school district will require some new knowledge, attitudes, and skills on the part of all instructional and supportive personnel. These new attitudes and knowledge will have to be transformed into changed professional behaviors. Because changed professional behaviors are called for, it will be necessary to give careful attention to preparing teachers and staff who will make the real difference between the success or failure of career education. Teachers, administrators, counselors, and all other educational personnel will need help in defining and understanding their new roles and in redefining present roles. (See reference numbers 16, 17, 23 and 24)

In-service training programs. In order for in-service training programs to be successful in affecting behavioral

change, two important conditions must exist:

1. The program must be designed to meet the needs, interests, and concerns of the people it serves.

2. The people it serves must have a voice in determining the ways and means that are used to meet their concerns.

Meeting the needs and interests of the people being served and giving these people a continuous voice in decision-making processes is of utmost importance to the success of the in-service training program. Participation and involvement are necessary ingredients for successful implementation of career education programs. Past experience indicates that meetings which only give directions and pass on information are ineffective; more interaction of all personnel is needed. This interaction needs to provide for both in-put and processing of the concerns and needs of individual staff members. (See reference numbers 5, 6, 10, 16, 17 and 23)

Needs assessment and evaluation. Needs assessment and evaluation is an integral part of any successful educational program. To be comprehensive and systematic, career education should be developed around outcome-oriented goals and objectives and be implemented using evaluation and needs assessment procedures.

Organizing career education around key types of decisions is one approach that has been used. This approach uses four types of key decisions that require attention. Defining and structuring decisions occur before a program gets under way and are part of the planning phase. Implementing and judging decisions occur while a program is in

operation and are part of the operational phase of program development and implementation.

Using the four types of key decisions requires two types of data and information. Product data includes such elements as the student behaviors that career education is attempting to develop and facilitate. Process data consists of those activities and resources needed to help students reach desired outcomes.

Needs assessment and evaluation is not dealt with in a specific chapter in this guide; however, the above considerations should be considered by local school districts implementing career education programs in their local school districts. (See reference numbers 1, 11, 25, and 26)

Contents of this guide. This guide suggests that career education be implemented by the use of three primary committee structures:

1. Steering Committee (District-Wide Committee on Career Education)
2. Career Education Building Committee
3. Community Advisory Committee for Career Education

Chapter 1 deals with various decision-making bodies that need to be considered in implementing career education.

The make-up and responsibilities of the Steering Committee is discussed in Chapter 2.

Chapter 3 outlines suggested representation of the Building Committee and gives suggested activities for this committee.

The importance and functions of the Community Advisory

Committee are discussed in Chapter 4.

The success of any new educational venture is directly related to the effectiveness of a communications program. Chapter 5 discusses the possibility of a communications program for selling career education.

Each chapter of this guide is followed by a checklist of important factors related to the topic of the chapter. If the answer to any of these checklist questions is "no," it is important for the local school district to find methods and approaches that would strengthen this aspect of its local program.

It should be stressed again that this guide is not the ultimate plan for implementing career education. Rather, this guide should be viewed as a suggested plan which a local district may want to adopt and/or modify, according to the needs of a particular school community in Missouri.

The reference and bibliography sections of this guide provide excellent resources that are available to local school districts.

Many school districts considering implementing career education programs will want to refer to the list of career education programs in Missouri (See Appendix A). These programs may be a valuable asset to school district personnel considering implementing career education programs.

BEFORE GOING ON TO THE NEXT CHAPTER, ASK YOURSELF THE FOLLOWING QUESTIONS:

YES	NO		
_____	_____	1.	Do the educational personnel in your district have a basic knowledge of the concept of career education?
_____	_____	2.	Does your school district have a commitment to implement the concept of career education?
_____	_____	3.	Is there a design of a local plan to integrate career education into the curriculum at each grade level and subject matter area?
_____	_____	4.	Have local financial and human resources been designated to fund career education in your school district?
_____	_____	5.	Does your school district career education plan have a format for needs assessment and evaluation?

CHAPTER 1

DECISION-MAKING BODIES

Career education, like any new educational program, requires certain key bodies to make commitments before an effective program may be implemented.

This chapter provides a sample of suggested activities and considerations that key decision-making bodies should consider when implementing career education into the local school district.

The structure of the individual local school districts may call for modifications relating to the suggested activities and considerations. Some activities and considerations may be omitted and others may be added, according to the needs of the local community.

I. SCHOOL BOARDS:

A. School boards should have the opportunity for awareness sessions in order to become familiar with the concept of career education as it applies to the school curriculum.

B. School boards should adopt the career education concept as a central theme of their local school curriculum.

C. School boards should pass a resolution stating that career education will be integrated into every level of instruction in their local school district.

D. School boards should direct local administrators to design a local plan for implementation of career education with target dates based on school district plans.

E. School boards should commit district monies and human resources to implement career education. These monies and human resources should include provisions for planning, in-service training

I. SCHOOL BOARDS Cont.:

E. (cont.) programs, and instructional materials.

II. SUPERINTENDENT:

A. The superintendent should plan and conduct a career education awareness program for the school board.

B. The superintendent should identify a "key" person in each local building to direct career education activities in that building.

C. The superintendent should adopt the concept of career education and provide the reinforcement and leadership necessary to fully implement the concept.

D. The superintendent should budget funds for career education.

E. The superintendent should arrange necessary in-service training programs to develop career education competency in all members of the staff.

III. PRINCIPALS:

A. Principals should understand the concept of career education.

B. The principal should provide the building staff with reinforcement and leadership necessary to implement career education in his building.

C. The principal should develop a system for curriculum change with the instructional staff.

D. The principal should provide an environment conducive to curriculum change.

IV. INSTRUCTIONAL STAFF:

A. The instructional staff should understand the concept of career education.

B. The instructional staff should be willing to implement career education concepts into their classrooms.

C. The instructional staff should participate in and complete the activities of the in-service training sessions designed to integrate career education in their classrooms.

V. COUNSELORS:

A. Counselors should understand the concept of career education.

B. Counselors should participate in and complete the activities of the in-service sessions designed to integrate career education into classrooms and conseling programs.

C. Counselors should consider their role in the career education program.

D. Counselors should identify resource persons within the community that could assist the schools and their career education program.

E. Counselors should provide for a link between schools and business and industry. This link may provide a valuable resource for classroom teachers.

F. Counselors should plan a series of vocationally relevant experiences for students.

G. Counselors should plan a series of meaningful exploratory experiences to meet the emerging needs of students.

H. Counselors should provide information for students relative to their interests, aptitudes and abilities.

I. Counselors should continue to provide one-to-one and group counseling for students relative to the total career education program.

J. Counselors should provide adequate placement services for all students.

VI. COMMUNITY:

A. The community should have the opportunity to be aware of and understand the concept of career education.

B. The community should assist the school in delivery of the local career education program.

C. The community should provide necessary resources that relate to the adopted goals of career education.

D. The community should have the opportunity for input into the career education student and program goals.

Many of the activities and considerations raised in this chapter may not apply to your school district; however, it is the experience of many school districts across the country that these considerations play a crucial role in the success of individual career education programs.

This chapter focused on the total commitment that is needed by all persons concerned if career education is to provide a relevant experience for the total educational program.

This chapter also stressed the importance of awareness programs on career education for the school personnel and the people of the community.

BEFORE GOING ON TO THE NEXT CHAPTER, ASK YOURSELF THE FOLLOWING QUESTIONS:

YES	NO	
_____	_____	1. Is your school board aware of and ready for the concept of career education?
_____	_____	2. Is your superintendent committed to the concept of career education?
_____	_____	3. Are your building principals willing to provide the leadership necessary for implementing career education?
_____	_____	4. Is your instructional staff willing to consider the various aspects of career education as it affects their individual roles in the school?
_____	_____	5. Are your school counselors willing to accept their role in career education?
_____	_____	6. Is your community aware of and ready for the concept of career education?

CHAPTER 2

STEERING COMMITTEE

In order for career education to have an impact on the total district-wide educational program, it is imperative that a district-wide "Steering Committee" be established for implementation of career education. This committee should provide an organizational structure that will be responsive to the needs of the people being served and provide these people with a vehicle for input into the on-going career education program.

This committee may be referred to as the District-Wide Career Education Committee, or the Steering Committee. Regardless of the title of the committee, it should be considered the decision-making body for career education in your school district.

The Steering Committee should include, at a minimum, the following representative members:

1. Superintendent, or his assistant in charge of instruction
2. Interested school board member
3. Interested school patron
4. Recent high school graduate
5. Guidance director
6. Vocational education coordinator
7. Elementary and secondary curriculum supervisors
8. Elementary, middle school, and secondary school principals
9. Classroom teachers from various levels

This committee should be large enough to reflect a cross section of interests, but not so large as to be unwieldy and thus hamper the committee's efficiency. Eight to fourteen people is a good size for the Steering Committee.

The Steering Committee may be involved in making some of the following decisions, upon which recommendations for program development may be made:

1. Determine the in-service education needs of all groups.

2. Make decisions regarding all major in-service training activities.

3. Design and conduct in-service training programs school personnel.

4. Design and conduct in-service awareness programs for community groups.

5. Elicit involvement and support of all teachers and supportive personnel, including community resources.

6. Design a needs assessment and evaluation format for the career education program.

In essence, the Steering Committee should provide leadership for a centrally coordinated program of career education. The important function of the Steering Committee is to provide an overall umbrella for the total district career education program.

It should also be stressed that it is important for this committee to have established policies for receiving input from all persons involved in the total career education program.

BEFORE GOING ON TO THE NEXT CHAPTER, ASK YOURSELF THE FOLLOWING QUESTIONS:

YES	NO	
_____	_____	1. Do you have a district-wide Steering Committee for career education?
_____	_____	2. Is the membership of your Steering Committee representative of various interest groups?
_____	_____	3. Are the purposes and goals of your district-wide Steering Committee clearly specified?
_____	_____	4. Has your Steering Committee outlined procedures for receiving input from interested others regarding ideas on career education?
_____	_____	5. Is there a way to process the input in terms of the variety of attitudes expressed?
_____	_____	6. Does your Steering Committee communicate effectively to individual Career Education Building Committees?

CHAPTER 3

CAREER EDUCATION "BUILDING COMMITTEE"

Chapter 2 established the structure, function, and need for a district-wide Steering Committee for career education. This chapter will deal with a career education committee for each individual school building within the local school district.

The exciting activities in career education happen at the building level; therefore, it is imperative that a coordinating committee be established in each building.

The Career Education "Building Committee" should include, at a minimum, the following representation:

1. Career education building coordinator. (It was earlier suggested that the superintendent identify a "key" person in each building. This "key" person will be referred to as the building coordinator. An incentive of additional money or released time should be given to the building coordinator.)
2. Principal
3. Classroom teachers representing various levels and/or subject matter areas
4. Counselors
5. Support personnel
6. Special education
7. Students

This committee, like the Steering Committee, should be large enough to reflect a cross section of interests in each building, but not so large as to lose effectiveness.

The effectiveness of career education in each building is directly influenced by the choice of the individual

building coordinators. It is suggested that the building coordinators be selected by the superintendent, with input from each building's principal and staff.

Because of the importance of the building coordinators, it is suggested that the following characteristics be considered and possessed by building coordinators:

1. Is the coordinator committed to, involved in, and enthusiastic about career education?

2. Is the coordinator willing to volunteer or be recruited to assist in the in-service training program?

3. Is the coordinator committed to the community, fellow teachers, other educational personnel, and students, as evidenced by his professional behavior?

4. Is the coordinator well acquainted with the concept of career education?

5. Is the coordinator effective at utilizing interpersonal skills and communications skills?

The primary goal of the Career Education Building Committee should be the planning of in-service training programs at the individual building level. Four steps will be suggested for in-service training at the building level. (See reference numbers 4, 6 and 17)

STEP 1: General Orientation to Career Education:

The general orientation program is crucial to the success of career education at the building level. For many professional staff members the general orientation program may be the first exposure to the concept of career education. This general orientation program should allow professional staff members to become aware of and excited about career education.

The general orientation session should present the school district's overall career education program, offer suggested activities in career education, and allow the individual teacher to explore career education interests as they relate to his specific classroom. Past experience indicates that the individual teacher's creativity makes it possible for him to individualize career education to his specific classroom situation.

The Steering Committee's plan of career education should also be presented and discussed during this first orientation session. The primary goal of the general orientation to career education is to provide an awareness to the concept of career education and to enable individual teachers to begin to see the many possibilities within the career education concept.

The general orientation to career education session may provide the structure for local districts to bring in outside consultants, who can demonstrate different approaches and activities in career education. (See reference number 19 for list of career education consultants) The best method of "selling" an instructional staff on career education is to provide visual and real-world examples of career education. (See reference number 3)

It is the experience of many school districts that after a successful orientation to career education, the classroom teachers and counselors begin to express ways in which the concepts of career education may be implemented into their roles in the school setting. Because of these experiences, the next step is recommended.

STEP 2: Preparation of Participating Staff in Career Education:

The purpose of this step is to address the task of preparing administrators, teachers, counselors, and other support personnel for their roles in career education programs.

This step in the in-service training program may best be handled by breaking the school staff into small groups. The purpose of the groups is to brainstorm regarding the concept of career education and how it affects the varied roles of school personnel involved. This step often involves both positive and negative attitudes of individual school personnel. It is of utmost importance that an effective process be developed to allow individuals to fully explore their feelings and attitudes relating to career education.

The outcome of this step should be the beginning of written activities that can be implemented by staff members at various levels. (See reference numbers 2, 3, 9, 12, 14, 18 and 27) One of the questions that needs to be answered at this stage is: "How does the concept of career education change and/or modify an individual's past roles in the educational process?" The answer to this question is referred to by some leaders in career education as the "elation stage," in which the staff member muses, "Perhaps there is a more effective way to carry out my role and responsibilities with students. Is career education another possibility for more effectiveness in education?"

The use of small groups at this stage cannot be overemphasized. The small group permits continuous feedback of both positive and negative attitudes towards the implementation

of career education.

Also, periodic meetings of this small group and the Building Committees should be scheduled throughout the school year. Too many career education programs conduct one general meeting at the beginning of the school year and the individual teacher is left to find his own way during the remainder of the year.

STEP 3: A Career Education Plan for Individual Buildings:

The first suggested step at the building level was a general orientation session on career education. The second step was preliminary preparation of various educators for the roles in career education. The third step is to develop a career education plan for the individual building.

The career education plan for the individual building allows total coordination of career education activities at the various grade and subject matter levels. The plan may include coordination of careers of the month, field visitations, and the use of outside community resource persons.

It is recommended that a subcommittee of interested building personnel be appointed to come up with a specific plan for coordinating career education in a particular building.

STEP 4: Adoption and/or Modification of Career Education Plan for Each Building:

This final step is the time for additional input from all building personnel involved in career education. This also might be considered as a "tryout" period for career education. Provisions should be included in each program for continuous evaluation and modification of various approaches

to career education.

This fourth step should also provide for scheduled feedback sessions from the total school staff. This evaluation feedback also allows the individual teacher to receive reinforcement from their fellow teachers and professionals.

This chapter dealt with the makeup and responsibilities of a Career Education Building Committee. The committment and effort at the individual building level is important to the success of any career education program.

The plan outlined in this chapter is by no means an all inclusive plan. It is only the skeleton of a possible approach to implementing career education in a particular school building. (See reference number 8)

BEFORE GOING ON TO THE NEXT CHAPTER, ASK YOURSELF THE FOLLOWING QUESTIONS:

YES	NO	
_____	_____	1. Does your Building Committee provide for a representative membership?
_____	_____	2. Does your building coordinator meet the characteristics suggested in Chapter 3?
_____	_____	3. Have you established a general orientation in-service training program for career education?
_____	_____	4. Does your building have a career education plan?
_____	_____	5. Have you provided for periodic meetings on career education throughout the school year?
_____	_____	6. Is there a way to process the attitudes expressed towards career education by individual school personnel?
_____	_____	7. Have you identified possible problem areas related to implementation of career education in individual school buildings?

CHAPTER 4

COMMUNITY ADVISORY COMMITTEE

Chapters 2 and 3 addressed themselves to two recommended committees. Both of these committees are primarily concerned with educational personnel and their responsibilities in career education. Career education, as a concept and as a program, takes place in a variety of settings. Because of the variability of these settings, it is felt that a specific chapter needs to be devoted to the role of the community in career education. Unlike many educational endeavors, career education cannot take place within the vacuum of the school setting.

Successful career education programs are linked directly to their communities. This link can best be established through an organized Community Advisory Committee on Career Education. It is not suggested that this committee determine policy; rather, its function is to interest the public in career education and provide the school system with ready access to the total resources of the community.

There is a need for the occupational community to serve as an answering service for questions that students, teachers, counselors, and others in education have about specific occupations, particularly as they exist in a given community.

There is a need for active involvement of the occupational community on advisory committees for career education in schools. In addition to advising on the nature of training requirements, advisory committees also are needed to work with school officials on a variety of other school and

community activities that are a part of a total career education program. Community Advisory Committees may provide extra funds, materials, and speakers to supplement tax-provided resources.

One of the most important contributions that a Community Advisory Committee may make towards career education would be a complete list of career education resources in a community. (See reference numbers 13 and 22) The list of resources would be a valuable asset for teachers, counselors and students in a career education program.

It is important that the Community Advisory Committee represent a broad spectrum of community interests. A Community Advisory Committee on Career Education might include the following:

1. Superintendent or assistant superintendent of schools
2. Career education coordinators
3. Guidance director
4. Vocational Education coordinator
5. Representatives from:
   a. Business
   b. Labor
   c. Industry
   d. Agriculture
6. Representatives from
   a. PTA
   b. Chamber of Commerce
   c. Civic groups
7. Newspaper editor, or other media representative
8. Representatives from student body

It is of primary importance that this committee be an

"active" committee -- not one that is named at the beginning of a career education program and then forgotten. The Community Advisory Committee is a vital component in a successful career education program. (See reference numbers 7 and 13)

BEFORE GOING ON TO THE NEXT CHAPTER, ASK YOURSELF THE FOLLOWING QUESTIONS:

YES	NO	
_____	_____	1. Do you have a Community Advisory Committee on Career Education?
_____	_____	2. Does the Advisory Committee represent a cross section of community interests?
_____	_____	3. Are the purposes of the Advisory Committee clearly outlined?
_____	_____	4. Does the Advisory Committee have procedures for giving input to the Steering and Building Committees?
_____	_____	5. Is the Advisory Committee an active committee?
_____	_____	6. Have you prepared a list of community resources on career education?

CHAPTER 5

COMMUNICATIONS

The success of new and existing educational programs depends to a great extent on the amount of effective communications that a local school district develops to present these programs to its public. The best possible type of educational communication is to have a successful educational program which, in essence, is a salesman for its own effectiveness.

Career education projects, like other educational programs, require extensive communication programs to reach the public through different types of media. It is recommended that each school district name one person to be responsible for its communications program relating to career education.

This chapter gives suggestions for an effective career education communications program. The chapter deals with the sectors of the public to be reached, types of media that may be used, and types of communication delivery systems. (See reference numbers 5, 15 and 23)

Each school district will have additional methods that have been used successfully in their communities.

Public to be reached. Career education involves the total school and community environment. If career education is to be operational, it must reach the following groups through communications: (1) students, (2) parents, (3) school staff, (4) labor unions, (5) business and industry, and (6) civic groups.

Effective communication with these groups will help facilitate career education. Communicating with these groups will also allow for feedback of both assistance and suggestions for program development. Such feedback provides schools with excellent vehicles for program development.

Media. The media available will vary from community to community; however, the following are suggested media that are available in most communities: (1) school newsletter, (2) local newspapers, (3) radio, (4) television, and (5) speakers bureaus.

A Publicity Handbook for National Career Guidance Week, published by the National Vocational Guidance Association, gives many specific suggestions for dealing with the various types of media. (See reference numbers 20 and 21)

Types of communications. The types of communication processes used will be as varied as the local school district wishes.

The sectors of the public to be reached have been identified and several types of media have been suggested. The problem now becomes how to communicate your career education program.

School districts presently engaged in career education activities have used a variety of communication techniques. Some school districts have formalized orientation programs which provide a complete overview of career education. These orientation programs are designed for use with both school and out-of-school groups. (See reference number 10)

Other school districts with career education programs have used a series of progress reports, such as a monthly newsletter, to the media and public on the activities for the current and/or coming month.

One of the most effective types of communications is to use students who are involved in the career education activities. Students, when given the opportunity and a certain amount of structure, are an excellent method of communication.

This chapter deals with basic components of an effective communications system for career education. Each school district should develop the most suitable communications system for its career education program.

ASK YOURSELF THE FOLLOWING QUESTIONS ABOUT COMMUNICATIONS:

YES	NO	
_____	_____	1. Have you identified one person to coordinate communications of your career education program?
_____	_____	2. Have you identified the sectors of the public to be reached in your community?
_____	_____	3. Have you identified the various media available in your community?
_____	_____	4. Have you identified what you want to communicate about your career education program?

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APPENDIX A

School Districts Who Have Had or Now Have Special Projects in Career Education *

Dr. Gale Bartow, Superintendent
Blue Springs School District
Blue Springs, Missouri 64015

Mrs. Marie Burrow, Director
Career Education Project
1517 South Theresa
St. Louis, Missouri 63104

Dr. Bernard Campbell
Superintendent of Schools
Lee's Summit School District
Lee's Summit, Missouri 64063

Mr. William E. Clark
Superintendent
Moberly Public Schools
Moberly, Missouri 65270

Dr. Victor Gragg
Superintendent
Fort Osage School District
Ben Whited, Director Elem. Ed.
Independence, Missouri 64056

Dr. Robert Hale
Superintendent of Schools
Maryville School District
Maryville, Missouri 64468

Mr. Dwight Hart, Director CETE
Career Education Total Education
Hazelwood West Junior High School
6249 Howdershell Road
Hazelwood, Missouri 63042

Dr. Howard E. Heidbrink
Superintendent of Schools
Montgomery City School District
Montgomery City, Mo. 63456

Dr. Lyle Hensley
Superintendent of Schools
Eldon R-I School District
Eldon, Missouri 65026

Dr. James A. Hopson
Superintendent of Schools
University City School District
725 Kingsland Avenue
University City, Mo. 63130

Mr. T.J. Mahan, Director
Career Education Projects
Oakville Senior High School
5557 Milburn Road
St. Louis, Missouri 63125

Dr. James Navara, Director,
Career Education
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301

Mr. Frank Zeitz, Assistant
Superintendent
Maplewood-Richmond Heights
School District
7539 Manchester Road
Maplewood, Missouri 63143

*Additional Career Education programs have been funded for the 1974-1975 school year. A list of these additional projects may be obtained by writing to: Dr. Richard Mease, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65101.